Directions: Complete all sections. Submit the form via email attachment as directed in the last section.

For information on the complete proposal process, visit <http://www.chabotcollege.edu/cool/>.

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| **Course Information and Delivery Format** | |
| Course Subject & Number: **KINE 3**  Course Units: **3** Total Contact Hours: **54**  First Semester To Be Offered: **Spring 2015** | Course Delivery Method (check one):  Online (all instruction is online)  Hybrid (instruction occurs both online and on campus)  **100** % online  % on campus |
| Faculty Name: **Danny Calcagno**  Have you ever completed the Online/Hybrid Course Proposal process (at Chabot College) for a course and received approval?  yes  no |

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| **Need/Justification/Benefits to Students** |
| How will the online/hybrid delivery of this course meet student needs? Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?  Course Propsal Kinesiology 3 is and has been a very popular class. Our discipline has expanded online offerings to meet the needs of non-traditional, working students and parents. This class reaches many California coaches as well as students and allows them to become certified to coach high school sports in California. |

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| **Preliminary Research andInput from Colleagues and Administrators** |
| Reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/onlineteaching/>. |
| Met with Division Dean and subdivision colleagues to secure *preliminary* support for offering this course in online/hybrid format. |
| Reviewed similar courses at other colleges (CVC Distance Education Catalog <http://www.cvc.edu/>) |

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| **Develop Proposal and Consult with Colleagues** |
| Consult with faculty experienced teaching online. What are some of the recommendations that may influence your instruction in this course?  I have consulted with experinced online instructors in our discipline, including, Jeff Drouin, Ken Grace and Dan Miller. Their recommendation is that I use a consistant structure of course design. This will minimize the chance that students will be confused when they access course content.  - Use discussion board frequently with students to allow for more dialogue among them. |
| Review your completed proposal with your subdivision colleagues (if required), Please provide a summary of those recommendations:  Discussed with colleagues and online learning seems to be a great way for students enhance their knowledge and improve their ability to create and enhance their personalized coaching philosophy and strategies of becoming a better coach.  The online learning envirornment for this course provides a comfortable atmosphere for students to propose their questions and concerns about their coaching styles and behaviours. Myself and various others feel like some students are more likely to express their comments and concerns through email and discussions boards than they would have been in an open classroom settings. |

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| **Course Content Delivery - Contact Hour or “In-Class” Activities** | | |
| Explain how the instructional contact hours will be implemented for each week of instruction. Contact hours are those segments of instructional time where the student is actively engaged in learning activities and would reflect the same type of instruction implemented in a traditional face-to-face classroom. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. Examples can be found at: <http://www.chabotcollege.edu/cool/forms/>. | | |
| **Delivery Mode**  ***(online or***  ***in-person)*** | **Activity and Description**  ***(For hybrid courses, please be sure in include in-person activities)*** | **Contact Hours** |
|  | Read / view lectures in the form of Powerpoint presentations or videos posted or linked on Blackboard. These "lectures" will be based on the assigned reading and content for the week.(0.5 hr.per week) | 9 |
|  | Guided discussions via the Blackboard Discussion Board based on course reading/materials. Peer responses required. (1 hr. per week) | 18 |
|  | Weekly, quizzes in blackboard using the Tests feature. (1 hr. per week) | 18 |
|  | Other written assignments submitted through the blackboard assignments feature. | 9 |
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| TOTAL CONTACT HOURS: | | 54 |

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| **Course Content Delivery - Preparatory or “Outside of Class” Activities (NOT part of contact hours)** |
| For each contact hour, explain how students will be expected to spend preparatory hours outside of class, such as reading, writing, studying, preparing assignments/projects/presentations, and other homework.  Examples can be found at: <http://www.chabotcollege.edu/cool/forms/> |
| **Activity and Description** |
| Outside reading of additional texts pertaining to the course subject matter as homework preparation |
| Individual Reflective Writing / Journaling |
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| **Nature and Frequency of Student-Instructor Interactions** |
| All courses shall include regular effective contact between students and the instructor. How and how frequently will you interact with your students? This should include interactions with the entire class, providing feedback on assignments, and interventions when students are at-risk of dropping or failing due to poor performance or participation. For each type of interaction, describe why you believe it will be effective for this particular course.  The instructor-student contact will be through Blackboard discussion boards and through email. All assignments will be graded and given personal feedback within 48 hours of the students submission. An email, with a personal invitation to communicate in person will also be sent to students with issues concerning course materials. Students will also be invited to observe my teams practice in person. Students who are struggling or not doing their work will be contacted and encouraged to talk about concerns in person. |

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| **Nature and Frequency of Student-Student Interactions** |
| Describe opportunities in your course for student-to-student interaction. This may include discussions, group projects, peer review of assignments, and other approaches. Consider how students interact in this course when taught on campus. How can you build a collaborative, student-centered environment in which a community of learners is created?  My students will share questions and talk about current issues in each chapter through online discussion boards, with treads set up for each chapter assignments. Students work at varying paces, the discussion threads will provide a lasting record on the issues. |

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| **Assessment of Student Learning** |
| What methods of assessments will you use to assess learning in this course?  What strategies do you plan to use to ensure academic integrity in your course?  Through quizzes, discussion board participation and completion of assignments. The assignments are based off of the course material located on blackboard. Students are evaluated on their written work. Each assignment has a point value. Students will use blackboard as a way of submitting assignments. Although academic integrity is critical in any class, an online course does present its challenges. My hope is that all students have read and understand the Student Conduct and Due Process Policy of Chabot College. |
| Describe how your assessment plan is consistent with your stated goals in the student benefits and student-student interactions sections of your proposal. How will you provide feedback to students?  I will have regular check-ins with my students in a variety of ways. My main goal with assessement will be for each student to demonstrate their understanding and relativeness of the material in the form of written assignments and quizzes. They will need to be able to show me in their understanding of succesful principles of being a good coach. I will provide immediate feedback in the comment box and provide and explanation if necessary for the earned grade. I will make myself available for all students to meet face to face and to answer any questions that they may have regarding the course by appointment only. I also enjoy giving students other items to explore such as websites, related reading material, and contacts to assist in any way that I can.  I also encourage my students to come and observe myself and other coaches on campus in regards to their Intercollegiate Athletic team. |

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| **Technology and Accessibility** | |
| Indicate the technology tools (software, web-based tools, etc.) and the plan for utilization in your course. Most commonly used are listed below; additional tools and information are available on the COOL website. | |
| CMS/LMS (Blackboard) | Announcments, Content areas, Discussion Board, Assessments- Tests, Group Emails, Grade Center…  Assessments through Blackboard with also be available through PDF files if needed. |
| Presentations (PowerPoint) | Will show how to train the energy systems with graphs and modules. The training curve. As well as the Anaerobic Lactate work. |
| Publisher content/websites |  |
| Websites/links (Google Docs) | http://www.youtube.com/watch?v=aOShjH60tZo  http://www.brianmac.co.uk/ethics.htm  http://www.brianmac.co.uk/hrm1.htm  http://www.brianmac.co.uk/articles/scni15a1.htm  http://whyfiles.org/213steroid/index.php?g=2.txt |
| Screen recording (Camtasia, Jing) |  |
| Audio (Audacity, iTunes) |  |
| Video (YouTube, 3CMedia) | Will show some coaching talks as well as use TedTalks. |
| Web conferencing (CCCConfer) |  |
| Other software (please describe) |  |
| **Accessibility/Accommodations for Students with Disabilities**: All materials must be accessible to students with disabilities. During the development of your course, please make sure that videos are closed-captioning or a transcript is provided, audio is accompanied with a transcript, images include alternative/alt tags, detailed visuals include text descriptions, and tables are formatted to include row and column headers. For information and support for ensuring accessibility for your students (including captioning), please contact the Chabot Disabled Students Resource Center (DSRC). | |

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| **Verification of Content and Approval**  **Faculty**: Please enter your name, check the box, and enter today’s date in the appropriate box below. Email your completed proposal to your Division Dean for approval.  **Division** **Dean**: Upon your approval of this proposal, please enter your name, check the box, and enter today’s date in the appropriate box below. Email this proposal to the COOL Co-Chairs.  **2014-2015 COOL Co-Chairs: Wanda Wong and Minta Winsor** | |
| **Faculty (Enter Name):** **Danny Calcagno**  **By entering my name above and checking this box, I verify that this proposal accurately reflects my plans for the proposed course.**  **Date:** **11/05/2014** | **Division Dean (Enter Name):** **Dale Wagoner**  **By entering my name above and checking this box, I approve this course proposal from the instructor as completed above.**  **Date:** **11/05/2014** |